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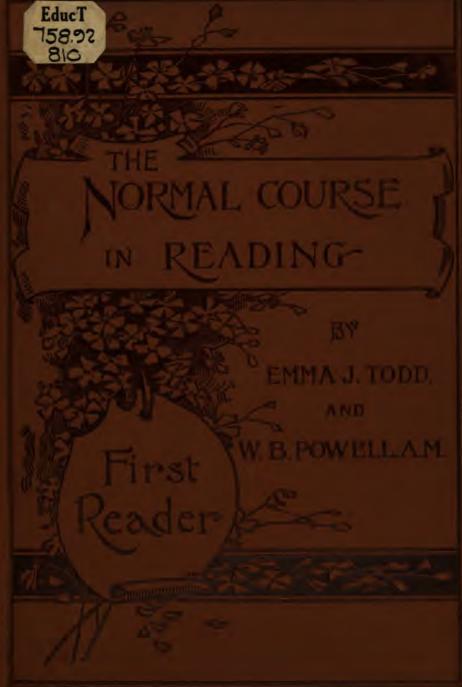
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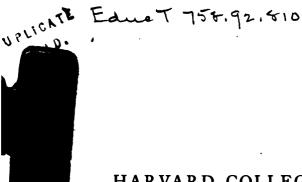
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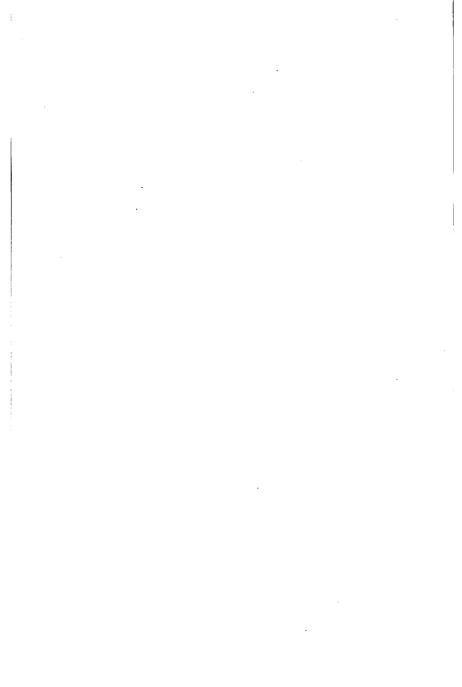
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# NORMAL COURSE IN READING.

 $\mathbf{BY}$ 

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AND

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### FIRST READER.

FIRST STEPS IN READING.



SILVER, BURDETT & CO., PUBLISHERS

NEW YORK . . . BOSTON . . . CHICAGO.

1892.

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THE

#### NORMAL COURSE IN READING.

COMPRISING: -

PRIMER: Preliminary Work in Reading; FIRST READER: First Steps in Reading;

SECOND READER: Select Readings and Culture Lessons;

ALTERNATE SECOND READER: Progressive Readings in Nature.

THIRD READER: Diversified Readings and Studies;

ALTERNATE THIRD READER: How to Read with Open Eyes;

FOURTH READER: The Wonderful Things around Us;

FIFTH READER: Advanced Readings in Literature - Scientific,

Geographical, Historical, Patriotic, and Miscellaneous;

PRIMARY READING CHARTS: Preliminary Drill in Reading, 48

numbers, 29 × 38 inches, Illustrated.

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#### PUBLISHERS' NOTE.

PROBABLY no text-books in our schools represent, on the whole, more effort and enterprise on the part of both publisher and author than the school reading-books. This branch has constantly received the contributions of our most successful school-book makers — a fact which in itself abundantly attests the importance which attaches to the study in the public mind.

That there yet remain possibilities for improvement in this direction cannot be doubted by those familiar with the progress recently made in the methods of teaching reading employed by our best educators. This progress has revealed and emphasized the need of improvements not hitherto attempted in the reading-books offered for school use, both in the plan of presentation and in the subject-matter presented.

It is confidently believed that a careful examination of the plan and subject-matter of the Normal Course in Reading will at once reveal its raison d'être, and that a practical use of these books in the school-room (which is, after all, the supreme test of excellence) will demonstrate their superiority to those hitherto published for the same work.

A more definite and detailed exposition of the plan, scope, and subject-matter of each book in the series will be found in the "Suggestions to Teachers."

The publishers confidently commend the Series to all progressive educators, and anticipate for it large favor at the hands of those who appreciate the best school-room work.

#### SUGGESTIONS TO TEACHERS.

#### FIRST STEP: TALKING LESSONS.

The work given in this little book suggests the objects which may be used in the talking lessons.

The purpose of the talking lessons is: -

- (a) To secure the child's confidence and make him unconscious of his surroundings.
  - (b) To train the child to see relations.
- (c) To train the child to express in definite, accurate language the relations which he sees.
- (d) To train him in the use of many idioms common to the English language.
- (e) To give him power to emphasize the word or words in a sentence necessary to express the meaning asked for.

This work may consist of -(a) naming objects; (b) naming qualities of objects; (c) naming parts of objects; (d) giving positions of objects; (e) putting objects in different places and telling where they are; (f) asking questions; (g) comparing objects, noting likenesses and differences; (h) performing acts and talking about them.

Actual training should result from this work. The child should acquire the habit of proceeding from the conscious thought to its exact expression.

If the child holds the object as he talks, he becomes very familiar with the idioms This is, Is this, Here is, Here are, That is, There is, There are, O see, which you see, which is, by which, from which, etc.

The power to emphasize any word in a given sentence is of value in expressing orally the thought given in a written or printed sentence.

For example: a child takes a top and says, "This is my large top;" "Tell me so that I may know it is not a small top; So that I may know whose top it is; So that I may know which top it is."

A girl sings: the sentence, "This little girl sings well," is given; "Tell me so I may know how she sings; So that I may know who sings; So I may know she is not a large girl; So I may know what she does; So I may know which little girl you mean," etc.: thus bringing out as many meanings as there are words in the sentence.

Continue the work of training the child to see and to tell ingood language what he sees, until his vocabulary is enriched by many common English idioms, and until he can use his vocabulary for a definite purpose.

It may require a few days or a few weeks to accomplish this, but the time and effort will be repaid by the natural expression which the child will be able to give when reading.

The learning of words and sentences by sight is made easy to the child in proportion to the care and system given to the "Talking Lessons."

The words and sentences to be learned by sight are but the symbols of what the child has said. The child learns them as such. He thus learns words rapidly and with little effort.

#### SECOND STEP: BLACKBOARD LESSONS.

A carefully selected vocabulary is given in this book. The words which are learned before taking books and those learned in connection with the first book should be a community of words, a symmetrical vocabulary in which the different parts of speech are found in proportion to their use in common speech. This vocabulary should consist of the words and the idioms which the child uses or may be trained to use in conversation about plants, animals, children's toys, and other objects; in descriptions of familiar objects and of simple pictures; in comparing and contrasting simple objects, etc.

The sentences which the child gives are those which he should be taught to recognize and read.

The child should learn to read as he has learned to talk.

His attention should be given to the thought. Thought controls expression.

He must be led to discover that oral reading is expressing thought.

After learning three or four name-words the work may be made almost wholly sentence work.

For example: the words my top, my cup, my mat, and my box, have been taught.

The pupils place the objects as directed, and give the following: "My top is on a box. My cup is on a mat. Is my mat on a box? Is my top on a box?" etc.

Each is written and read as it is given.

After all are written they are read and erased. The teacher may now write, "My mat is on the cup." A pupil places the mat on the cup and reads the sentence.

Much good reading matter may be made with a few wisely selected words, by changing their positions in sentences.

As the work progresses the same kind of drill may be given in reading sentences to express thought by *emphasis* as was given in the talking lessons.

Similar questions will cause a child to point out the words which he emphasizes.

Sentences written on slips of paper may be given him to read. The same sentences may be on the blackboard. He compares the sentences on paper with those on the blackboard. He discovers the sentence, points to it, and reads it. In this he compares and concludes.

#### THIRD STEP: FROM SCRIPT TO PRINT.

The transition from script to print is easily made if it is not attempted too soon.

To assist in this, three pages of script are given, the same being repeated in print. The script sentence is read and the same found in print. This work is continued until the printed forms are read as easily as the script. Do much observation work with the objects. Make many blackboard lessons.

The teacher should supplement the lessons of the book with many similar blackboard lessons, using new objects for observation work.

#### FOURTH STEP: THE VALUES OF LETTERS.

Phonic drill or work in slow pronunciation should be given. But this is blackboard work.

The work in slow pronunciation should be begun the first day of school.

At first the teacher pronounces the word; as, "Find a d-ŏ-l." "Take a c-ĕ-p." "Show me a m-ĕ-t." This work is continued until the child detects any word pronounced by the teacher, if the word is in his vocabulary.

Then the teacher may pronounce and write words, as, mat, man, milk, mill, men, mow, mew, etc., having the children discover the first sound made. The letter is placed on the blackboard for future reference. This plan is continued until all the consonants are given. Now the work of word-building may be begun.

If the child knows the word at with this knowledge of the power of letters, he will make bat, cat, fat, hat, mat, nat, pat, rat, sat, and vat. If he knows the word and, he will also know band, hand, land, and sand, etc. The work of changing the final letters of words may follow this changing of letters within words. This work in phonics aids in distinct articulation. It should have a place in the day's programme, but should not be a part of the reading lesson.



## FIRST READER.

FIRST STEPS IN READING.

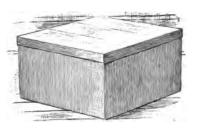
WORD PICTURES.



my top

my top

one box one box



my top

my box



one

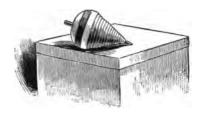


one



one

this large



This is my top. My top is on a box. This top is large.

As this large top on a box?
My large top is on a box.
As this a large box?







large

this

is

on



This is my top.

My top is on a box.

This top is large.

Is this large top on a box? My large top is on a box. Is this a large box?



one



one



one

small tops here are

and

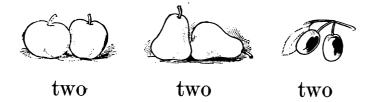


Here is my large top. Here is my small top. My tops are on a box.

One top is large. One top is small.

My tops are here.

A large top and a small top are on a box.



A top spins on a box he spin Tom the



A top spins. The tops spin.

Tom spins the tops. He spins the tops on a box.

Tom spins my large top. He spins my small top. Spin, tops, spin.

# Tom's black dog runs



The dog is black.

It is a large, black dog.

As it Tom's black dog?

At is my black dog.

My large, black dog runs.



and



Tom's

black dog

runs



A dog runs.

The dog is black.

It is a large, black dog.

Is it Tom's black dog?It is my black dog.My large, black dog runs.



and



1

white dogs run
a black dog a white dog



Here are two dogs.
One dog is black.
One dog is white.

A dog runs.

The dogs run.

Run, dogs, run.

One dog and one dog are two dogs.

sits on a mat my cat white cat to-day



Is this my white cat? The cat sits on a mat.

Is it a large cat? This is my white cat. To-day my cat sits on a mat.



three



three

# lying on the steps cats no sitting near



The cats are on the steps.

One cat is sitting on the steps.

One cat is lying on the steps.

Is the black cat lying on the mat?

No; it is the white one. The black one is sitting near the white one.



a cat's head
eyes and ears
has of his

This head is blackand-white.

Is it my cat's head? It is.

My cat's head has small ears and large eyes.

Has this one?

Here is the head of a large dog.

Is it Tom's dog? His dog's head has small eyes and large ears. Has this head?



and





looks at me
that
a hat
give Jip

This is my dog Jip.

Jip is a black-and-white dog.

He sits and looks at me.

He has a hat on his head.

Has Jip a hat?
No; he has my hat.
Jip, Jip, that is my hat.
Jip, give me my hat.

One hat and two hats are — hats.

had was were did see

Tom had two dogs.

One dog was black.

One dog was white.

Tom's dogs were black and white.

The large dog was black.

The small one was white.

Did Tom see the dogs run?

Did the cats run?

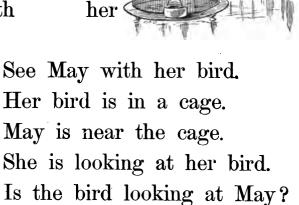
No; the cats were on the steps.

The white cat was lying on the steps.

Did a black cat sit on a mat? No; that was my white one.

2	and	1	birds.
1	and	2	three bees.
2	and	2	are four birds.
3	and	1	are four birds.
1	and	3	are four bees.

May she
in a cage
in a nest
with her



I see three birds in a nest.





these tree bench May's not



One bird and two birds are three birds.

Here are three birds.

These birds are not in a nest.

O. no; one bird is in a tree.

Two birds are on a bench.

The bench is near the tree.

Is May's bird here?

No. Mays bird is in a cage

these tree bench May's not



One bird and two birds are three birds.

Here are three birds.

These birds are not in a nest.

O, no; one bird is in a tree.

Two birds are on a bench.

The bench is near the tree.

Is May's bird here?

No; May's bird is in a cage.

singing in a tree little sing five they



These are my little birds.

The little birds are in a tree.

They are singing in the tree.

Sing, little birds, sing.

A bird sings in the tree.

The birds sing in the tree.

One, two, three, four, five birds are singing for me.

Five birds sing in a tree.

# which lies on a box

in a chair
Ada
in her hand
a fan
the fans



Is this May?

No; this is Ada.

May is not here.

Ada is sitting in May's chair.

She is looking at a fan which lies on a box.

Ada has a fan in her hand. These fans are May's. Ada has May's white fan. a wax doll blue in her lap on a bed dolls have



I see May and her dolls.

May is in her little chair.

She has a doll in her lap.

One doll is sitting on a bed.

The doll on the bed is wax.

The doll in her lap is not wax.

May's dolls have blue eyes.

Has May blue eyes?

looking at you there is near the girls are here a good girl there are

Did you see Ada with May?

No; I did not see Ada.

May was with her dolls. She was sitting in her little chair.

Ada was not there.

Are May and Ada good girls?



I see two tops and two tops.

Here are two twos.

Two twos are four.

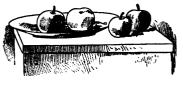
Four has two twos.

apple put plate if
apples shall
leave

I have four apples on this plate.

If I put two apples on the box, I shall leave two apples on the plate.

Four apples are two apples and two apples.



If I put three apples on the box, I shall leave one apple on the plate. Four apples are three apples and one apple.

If I put one on the box, I shall leave —— on the plate.

boys Roy lies
who Ned Carlo
a bun on the floor



These boys are Ned and Roy.

The large boy is Roy. The boy who has a bun is Ned.

The boys are sitting on the floor.

Roy's dog, Carlo, lies near Ned. Is he lying near Roy? Ned and Roy are good boys. beg for hind fun will standing on his feet



Here is Roy's dog, Carlo.
Carlo is standing on his hind
feet.

Roy has a bun for his dog.

Beg for it! Beg, Carlo, beg.

See! it is a bun. Will you beg for it? Stand, Carlo! That is good.

Beg, and you may have it. Carlo, you are a good dog. Is it fun to beg?

It is fun for boys. It is not fun for dogs.

teaching says bow-wow

Roy is teaching Carlo to beg.

He stands and says, "Beg, Carlo, beg. It is a bun. Beg, and you may have it."

Carlo stands on his hind feet. He looks at the bun which Roy has in his hand and says, "Bowwow, bow-wow."

Ned sits and looks at Carlo. Roy will give the bun to Carlo. book books more than how many

May, Roy, and

Ned have five books.

Roy has two books; May has one book. How many has Ned?

Four books and one book



Four and one are ——. Five is one more than four.

I have five tops.

If I give Ned two tops, I shall have

— tops. Five tops are — tops and — tops.

hop	walk	$\mathbf{jump}$	do
hops	walks	jumps	all

A boy hops. Boys hop.

A boy jumps. Boys jump.

A girl walks. Girls walk.

A bird sings. Birds sing.

A bird sings. A boy sings.

Birds sing, and boys sing.

Girls, boys, and birds sing.

A boy hops. A bird hops.

Boys hop, and birds hop.

Do all birds hop?

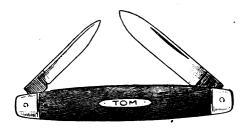
A girl walks. A bird walks.

Boys, girls, and birds walk.

Do all birds walk?

A boy jumps. Do birds jump?

knife blade papa knives blades gave



Is this your knife, Tom?

It is, Ned. This is the knife papa gave me.

My knife has two blades.

One blade is large. One blade is small. The blades are good.

Have you a knife, Ned?

I have two knives. My knives are large. One has three blades. My papa gave me this one.

Did you see my hat on Jip's head? I put it there.

I did not see Jip. There was a hat on Carlo's head.

Who has black eyes?

I have black eyes. May's eyes are not black. They are blue.

How many apples has Ada on her plate? Who gave her the apples?

May she give one of these apples to me?

The books which you have are Roy's. How many have you?

A red fan is lying on the floor near my little chair.

Girls hop, jump, run, and walk.

A boy walks, jumps, hops, and runs.

Do birds jump, walk, run, and hop?

A girl, a boy, and a bird sing.

Did you see Ned's knife? Roy has two knives.

Ned's knife — one blade.

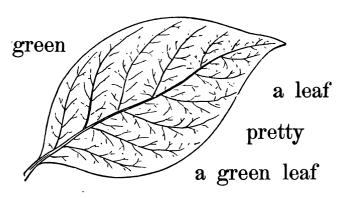
Roy's — have three —.

Ned's and Roy's knives ——four ——.

There is a top on the mat.

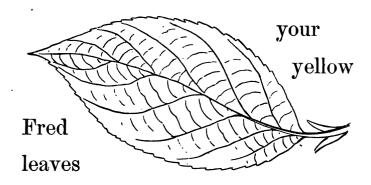
There —— a book, a top, and an apple on the floor.

#### PLANTS.



#### a pretty leaf

A leaf is green.
This leaf is pretty.
A green leaf is pretty.
Is this pretty leaf green?
This pretty leaf is not green.
Roy has a pretty green leaf in his hand.



You have a green leaf.

I have a red leaf.

Fred has a leaf.

Is Fred's leaf red?

Fred, your leaf is yellow.

It is a pretty yellow leaf.

Is this a red leaf?

No; this leaf is yellow.





maple take

can

grows find

This is a maple leaf.

This maple leaf is green.

Take this maple leaf, May.

Is Ned's maple leaf green?

Ned's maple leaf is not green.

It is red and yellow.

The maple leaf grows on a tree.

. You may find a maple leaf.

Can you find a maple-tree?

Two leaves and three leaves are —— leaves.



a lilac leaf on a bush does grow Fanny

Is this W a maple leaf?

This W is not a maple leaf.

It is a lilac leaf.

This lilac leaf is green.

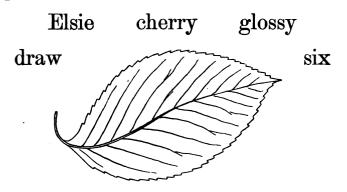
Is the lilac leaf pretty?

Find a maple leaf, May.

Fanny may find a W.

May I find a maple leaf and a lilac leaf?

Does the lilac leaf grow on a tree? No; it grows on a bush.



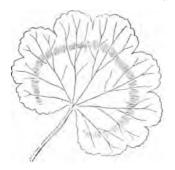
Do you see this leaf?
It grows on a cherry-tree.
It is a cherry leaf, Elsie.
This cherry leaf is glossy.
This glossy leaf is pretty.
Is the maple leaf glossy?
We will draw this cherry leaf.
May we draw the lilac leaf?





six





yes know

a geranium leaf

Do you know this leaf?

O, yes; it is a geranium leaf.

Have you a geranium leaf, Elsie?

Yes; my geranium leaf is green. May's geranium leaf is green and white.

O, see this geranium leaf! It is green, red, and brown.

On what does the geranium leaf grow?

# plant flowers some pink color

The geranium is a pretty plant. It has pretty leaves and flowers.

Some geranium flowers are red, some are pink, and some are white.

The lilac bush has flowers too. Some lilac flowers are white.

Do you know the color of the cherry flowers? The flowers of the cherry-tree are white.

Four leaves and two leaves are —— leaves.

Six leaves are —— leaves and —— leaves.

oak each
twig twigs
vine vines

Here are four leaves on a vine and two on a twig. How many leaves do you see?

If there are two oak leaves on a twig, two cherry leaves on a twig, and two lilac leaves on a twig, how many leaves are there?

Draw three twigs. Put two lilac leaves on each twig. Draw two vines. Put three leaves on each vine. How many leaves will you draw?

spots long narrow willow

Look at this long leaf.

This long, narrow leaf grows on the willow-tree.

It is a willow leaf.

Can you find a willow-tree?

Is the willow leaf glossy?
This willow leaf is not glossy. The willow leaf Roy has is glossy.

Are there brown spots on it?

On some willow leaves there are brown spots.

The willow leaf is long and narrow.

light dark face other

Some willow leaves are glossy. Roy, is your willow leaf glossy?

One face of this leaf is dark green; the other face is light green.

Find a leaf that has a light green face and a dark green face.

What long, narrow leaves these are! Are they willow leaves?

Two leaves and two leaves are —— leaves.

Three leaves and three leaves are —— leaves.

grass too round but short broad

The willow leaf is long and narrow. The grass leaf is long and narrow.

Here is an oak leaf.

The oak leaf is long too, but it is not narrow.

Is the oak leaf broad?

Is the maple leaf broad?

What a short, broad leaf the geranium has! It is a pretty, round leaf.

hold keep cords think shape



through you thin ribs

How do you do, maple leaf?

I will hold you up and look at you. I can

see through you, you are so thin.

But what are these little cords that run through you?

Are these cords your ribs? I think they are.

Maple leaf, how many ribs have you? O, I have ribs too! My ribs keep me in shape.

What can your ribs do for you, little leaf?

I see your ribs keep you in shape too. They will not let the wind break you.

May I break one of your ribs, maple leaf?

If I break one of your large ribs, I can see what is in it.

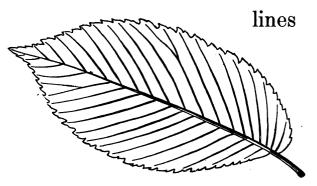
I will break one. Look! there is juice in it.

When I break the rib, the juice runs out.

Maple leaf, how many ribs have you?

wind break when will one of your ribs juice in it

elm fine so running thick



Here is an elm leaf.

What do you see in this leaf?

I see many lines running through it.

So there are in the maple leaf.

Has the oak leaf many lines running through it?

Yes, it has. So has the lilac leaf. Some of the lines in these leaves are long and thick.

Some of these lines are short and fine.

I can not count the short, fine lines, there are so many.

I see thick, blue lines and fine, blue lines in my hand.

The lines in my hand are veins, which have blood in them.

The lines of a leaf are its veins and ribs.

The veins and ribs of a leaf have juice in them.

Is this juice the leaf's blood?

count them blood of the leaf thick lines veins in my hand veins of a leaf short fine lines ribs and veins so many



playmates said where want dressed play meadow going

"Where are you going, little leaves?"

"We are go-

ing to the meadow to play."

"Who are your playmates in the meadow?"

"We shall play with the leaves and the flowers.

"To-day the wind said, 'Go, little leaves, go to the meadow to play.

"'Your playmates want to see you.'

"We are dressed in green, red, yellow, and brown. Do we look pretty?"

"Little leaves, you are pretty, dressed in yellow, brown, red, and green. May we go to the meadow to play with you?"

"Go, little leaves. Go to the meadow," said the wind.

another drawn just as then

I have six leaves. How many twigs must I have if I put two leaves on each twig?

I put two leaves on one , two leaves on another , and two leaves on another . There are three twigs.

I have drawn six leaves on three twigs. There are three twigs, each having two leaves.

There are three twos in six.

I have six leaves which I put on two twigs. I put as many on one twig as on the other twig. How many leaves do I put on each twig?

Here are the pictures // of two twigs. I put a leaf on the first twig /, and a leaf on the second /. I then put another leaf on the first twig /, and one on the second twig /. I then put another leaf on the first twig /, and one on the second twig /.

I have drawn two twigs and six leaves.

There are just as many leaves on one twig as there are on the other twig. Each twig has one half of six leaves. Each twig has three leaves.

One half of six leaves is three leaves. Three is one half of six. pictures one half second first

### name like a root a stem every



My name is Ray.
I have a little
plant in my hand.
It has a root, a
stem, and leaves.
It looks like a little tree.

A tree has a root, a stem, and leaves. Is a tree a plant?

A tree, Ray, is a large plant.

Little plant, where do you grow?

Has every plant a root, stem, and leaves?

morning morning-glory am a cup buds open



Do you think I am a pretty plant? I am not a tree. I am a vine.

Many leaves, buds, and flowers grow on my long stem.

My buds open in the morning. Then they say to you, "Good morning, little girl! Good morning.

ing, little boy!" I am a morningglory. Have I not a pretty name? Do you know the color of my flowers? Look at this one. It has a pink cup and a green cup.



well glad thank home daisy make

"Good morning, pretty flower. How do you do?"

"Good morning, little girl. I am well, thank you. I am glad to see you to-day?"

"What is your name and where is your home, little flower?"

"My name is daisy. My home is in the green grass."

"Little daisy, what do you do in the grass?"

"I make the meadow pretty for you. I play with my playmates. Do you know who they are?"

a daisy chain ball count around it under the points

This is little daisy.
What a round yellow head it has!

I think the head looks like a ball of little yellow flowers. It is a pretty ball.

Look at the long, white points around the yellow head.

Can you count them?

No; I can not count them, there are so many.

What is under the white points? I see a green cup there.

You are a pretty flower, little daisy. I will find more like you and make a daisy chain.

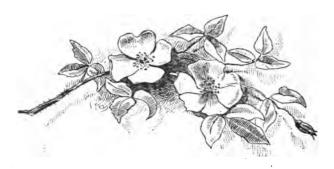
The girls will make a daisy chain for you.

Do you want a long one?

We will put it on your head. Here it is. O, it is too short! It will not go around your head. forget-me-not dress petals

- "What is your name, little flower?"
- "My name is forgetme-not. Little boys and girls, you will not forget me, will you?"
- "What a pretty dress you have!"
- "My dress is blue and yellow. You see I have five blue points around a yellow spot."
- "Dear forget-me-not, your five blue points are petals. Your five petals are in a green cup."
- "Where did you find your pretty blue color?"

a collar a rose roses



What a fine pink flower this is! Its name is rose.

Take a rose in your hand. Look at it. Do you see it has five petals in a green cup?

The green cup has long points.

The cup with its points is a good collar for the pink dress.

There is a bud on the stem.

Do you see the pink dress in the green cup?

## a branch a bunch soon be centre gone



This is a branch of an appletree. It has a bunch of flowers on it that are pink and white.

How many petals has each flower? Count them.

Each has five pink and white petals in a green cup. This flower has a yellow centre too.

Soon the flowers of the appletree will be gone. hangs by a stem fall from the tree a ripe apple

nearly round a dimple Twirl it



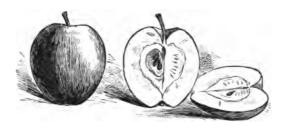
See this large red apple!

It hangs to a branch by a stem.

When it is ripe, it will fall from the branch.

Take the apple. Do you see it is nearly round?

There are two dimples in it. The stem is in one dimple. The eye is in the other dimple. I can twirl this apple by the stem. Can you twirl it?



What a thin skin this apple has! It is smooth and glossy too.

Has every apple a smooth, glossy skin? Let us cut the apple and look at the pulp. The pulp has juice in it. You may taste the pulp. How does it taste?

What color is it?

In the centre of the pulp are little cells.

How many cells do you see? Count them.

These cells are the core.

The core is a good house for the little brown seeds.

Is the core a warm house for the apple seeds?

O, yes; the core is a good warm house for the brown seeds.

How many seeds has this apple?

Little brown seeds, what are you good for?

Some apples have smooth skin. Some apples have rough skin.

Some apples are red, some are yellow, and some are green.

a smooth skin a rough skin seeds in the core many cells Taste the pulp

Cut the apple

The cherry is round, smooth, and red.

It has a skin, pulp, and stone. How smooth and glossy its red skin is!

Its pulp is sweet and juicy.

The cherry stone is smooth and nearly round. The stone has a seed in it. If you plant the stone, the seed will grow.

a marble bony seeds

bunches of grapes a sweet grape



How sweet and juicy these grapes are!

Look at this bunch. There are so many grapes in it.

Grapes do not grow on

trees. They grow on vines, in bunches, just as you see them here. Each grape in the bunch is as round as a marble. It is as smooth as a marble too.

What a thin, glossy skin this

grape has! Take it off. What is under the skin?

The soft, juicy pulp is there.

In the pulp are little bony seeds. How many bony seeds do you find?

The seed of the apple is in a core. The seed of the cherry is in a stone. The seed of the grape is in the pulp.

Let us make an apple, a bunch of grapes, and a cherry, of clay.

The cherry and the apple grow on trees.

The cherry is not so large as the apple.

The cherry is round. The apple is nearly round. Each has a stem, skin, pulp, and seed.

The skin of the cherry is smooth and red. The skin of the apple may be smooth or rough. It may be red, yellow, green, or brown.

The pulp of the cherry is softer and is more juicy than the pulp of the apple.

The cherry seed is in a stone. The apple seed is in a core.

The stone and the core make warm houses for the seeds.

I see two and two and two.

There are three twos in six.

Six is three twos.

Three twos are six.

One half of six apples is three apples.

One half of six is three.

Three is one half of six.

Ray has six forget-me-nots.

Daisy has one half as many.

How many has Daisy?

Of what is three one half?

How many threes are there in



six? There are two — in six.

Six is two threes. Two threes are six.

One third of six apples is — apples.

One third of six is two.

Two is one third of six.

Elsie has six roses. If she gives May one third of them, how many roses will May have? How many will Elsie have left?

## WORD PICTURES.

a slate
a bell a fish
drew
Guy Cora



Guy and Cora draw every day. They draw on their slates.

Guy drew the pictures on the



large slate, and Cora drew the pictures on the small slate.

Guy has drawn a bird, a leaf, and a fish on his slate.

Do you see the pictures?

Cora has drawn a bell and a top on her slate.

Cora and Guy have drawn a bird, a leaf, a fish, a top, and a bell.



break broke
has broken
see saw
has seen

Guy! Guy! did you break your slate?

No; Fred broke it.

Did you see Fred break it?

No; but Cora did. Cora said to me, "I saw him break it."

Guy, I have broken your slate. I broke it this morning. Have you seen your broken slate?

a body a trunk arms legs hair whose

I have a wax doll. My doll sits in my lap. Her name is Cora May.



I have Cora May's hat in my hand. I will put it on her head; then we are going to see Elsie.

Elsie is my little playmate.

Do you see what long hair my doll has? Her hair is light brown.

My doll has a head, a trunk, two arms, and two legs. The head, trunk, arms, and legs are her body.

We now see Cora dressing her doll.

Cora is sitting in a chair.

The doll, whose name is Cora May, sits in her lap.

Cora May has a blue dress and a blue hat. Her hat is in Cora's hand. Cora likes to play with her doll. over the ice and snow swing and cheer fine sport ahead sleds on the hill right



The boys and girls are having fine sport.

The snow on the hill is just right, and their sleds run well.

O, look at them! Elsie and Roy are ahead.

"Ho, ho! There they go;
Over the ice and over the snow."

Did the boys swing their hats and cheer?

This morning there were many boys and girls on the hill.

They had their sleds with them. The snow on the hill was just right, and they had fine sport.

How the boys did swing their hats and cheer!

They did this when the little girls were ahead.

When the boys were ahead, the girls said,—

"Ho, ho! There they go;

Over the ice and over the snow."

Did Cora go to the hill? We did not see her there.

When we saw Cora this morning, she was dressing her doll. She said she was going to see Elsie.





are seven balls.

Six and one are seven. Seven is one more than six.



and



are — apples.

Seven apples are five apples and two apples.

to sail their boats bank pond away hurra would come



Would you like to be with Guy, Fred, and Ray? I would.

They have come to the pond to sail their boats. Their dog Jip is with them.

Guy's boat is sailing on the pond now. What a fine boat it is! How fast it sails! Will it sail away?

I think not. Guy holds it by a cord, so it can not sail away.

Do you know why Guy stands in the pond to sail his boat?

The boy who stands on the bank is Fred. Fred swings his hat and cheers.

I think he says, "Hurra for the sail-boat! Come, Ray, hurra!"

Ray sits at the left of Fred. He has a boat which he will sail by and by.

Why does he not sail it now? Is it broken?

Come, Ray; the boys and girls would like to see your boat sail.

It is fun to sail boats.

There are four boys and three girls on the hill. Each one has a sled. How many sleds are on the hill?

May drew seven leaves on her slate. Cora drew three leaves on hers. How many more did May draw than Cora?

If you have seven tops and I have five tops, how many more have you than I?

Seven is how many more than three?

Four tops and three balls are how many tops?

## ANIMALS.

made of hay, wool, and down
flying back to the nest
eggs in it on the log



Do you see that pretty nest? It is on a branch. There are many leaves around it.

Of what is the nest made?

It is made of hay, twigs, wool, and down.

Did Fred see the bird make the nest? Where is the bird?



O, see! there it is! It is flying to the nest. It has a leaf which it will put into

the nest. Its mate sits on the branch near the nest.

What do we see now?

O, there are five little blue eggs in the nest.

Where is the bird now? We do not see it. Will the bird come back?



Let us sit on this log under the tree. The bird will be here soon.

Look! there it is! The bird is sitting on its nest.

Good by, dear birdie. We will come to see the little birds.

a bill fly flies two wings



A bird flies. Birds fly. Some birds hop and some birds walk.

Do these birds walk or hop?

A bird has a bill. A bird has two wings, two legs, and two feet.

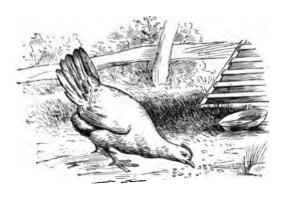
mamma brown cap why

Elsie had three birds in one cage.

One day Elsie said, "Mamma, this cage is too small for three little birds. We can not have so many birds in one cage. What shall we do?"

- "Why not give one bird away?" said mamma.
- "Which one shall we give away?"
  - "Give May a pretty one, Elsie."
- "This yellow one has a brown cap on its head. We will give this one to May."

the feathers of a bird a hen eating worms cluck



What a large bird this is, Cora! Look, Ray; that is a hen. A hen is not a bird, is it?

Yes, Cora; a hen is a bird.

A bird has feathers. Do you see a hen has feathers? The feathers keep the body warm.

What is the hen doing?
She is eating seeds and worms.

The hen lays eggs. What is the color of her eggs, Cora?

"Cluck, cluck!" says the hen.

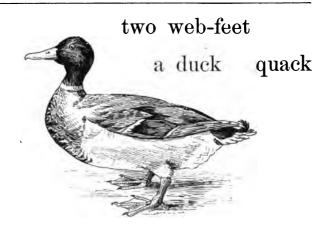
A hen has a small head and a large body.

Here is a hen, Guy. Look at her feathers. How many colors do you see? Name the colors.

She has four toes on each foot. Each foot has one short hind toe and three long front toes.

Where does a hen go to find seeds and worms? When does she say, "Cluck, cluck"?

a toe a foot hind front lays



Look at me. I am a bird. My name is duck.

Do you like the shape of my body? It has the shape of a boat. I have soft, pretty feathers, which keep my body warm.

My body has two short legs and two web-feet. Do you know why I have web-feet? Go to the pond with me; then you will know. See my narrow head with its long, broad bill.

"Quack, quack!" says the duck.

## on a bank old and young swim to me



In this picture we see an old duck and six young ducks.

The old duck and five young ducks are on the pond. They swim on the pond.

One little duck is on the bank. Can this little duck swim?

O, yes; this duck can swim. You see it has web-feet.

If a bird has web-feet, it can swim.

We see the little ducks swim.

A duck swims, flies, walks, and runs.

What does a duck eat? Where does a duck go to find what it wants to eat?

Do you know the color of the eggs? How large are they?

What is the name of the young duck?

The young duck is a —.

a curved bill uses a flat bill teeth and lips

What do you see in these pictures?

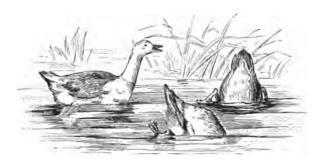


We see a duck's bill and a hen's bill.

The hen's bill is short and curved. The duck's bill is long and broad. It is flat too, Cora.

A bird has no hands, no lips, and no teeth. The bird uses its bill for hands, lips, and teeth.

## a goose three geese diving and swimming



How many geese do you see on the pond?

One, two, three geese are on the pond.

One goose is swimming. Two geese are diving.

Has a goose web-feet?

A goose looks a little like a duck.

Has the goose a broad, flat bill?

water eight chicken

The foot of a goose has four toes. How many toes has a goose?

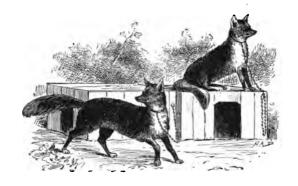
Four geese are swimming on the pond. How many feet are in the water? How many wings are on the geese?

Ray has eight ducks. Guy has five ducks. How many more has Ray than Guy?

Four ducks, three hens, and one goose are how many birds?

How many wings have four chickens? How many bills? How many eyes?

foxes boxes houses Frank sleep feeds



I see a fox on a box, and a fox in front of a box.

Frank has two foxes and two boxes.

He gave each fox a box in which to sleep. He put hay in the boxes. The boxes are good houses for them. Frank feeds his foxes and gives them water.

a tame rabbit cabbage very wild

Runny Belle fur



I am feeding my rabbits.
What do you feed them, Frank?
I feed them cabbage leaves.

How many rabbits have you?

I have four tame rabbits and one wild one. The tame rabbits are smooth and white, and have pink eyes. The fur is soft and fine.

This little one is very tame. Its name is Bunny Belle. a mouse gnaws on a table

mice gnaw tail
eating a bun things
catch hear a nut

One, two, three mice!

One mouse is on a table. Two mice are near the table. The mouse on the table is eating a bun.

The mice near the table hear a cat, I think.

Run, mice, run; a cat is near.

Do you hear her? She wants a mouse.

A mouse has a long body, and

a long tail. A mouse has two round ears.

wanted something ran off crumbs open door wire night

One night three young mice wanted something to eat. "Let us go and look for crumbs," said one. "We can find something to eat," said the others.

As they ran off, an old mouse said, "Look out for the cat."

"We will," said the young mice.

Soon they saw a little wire house. "O, there is something to eat in there," said one; "shall we go in?"

The door of the house was open. The mice ran in. They did not run out. Do you know why?

What was the wire house?

Did the mice look for the cat?

a squirrel a kitten a coat pupil a sharp nail scratch and climb



Kitten. — Are you a squirrel?

Squirrel. — Squirrel is my name.

Look at my fur. It is soft and

thick. My für keeps me warm. It is my coat.

K.—I am not a squirrel. I am a kitten. I have a soft fur coat too. My fur is black and white. Yours is not white, is it?

S.—I have large, bright eyes.

K.—So have I. Can you see when it is dark? I can.

S.—The pupil of my eye is round.

K.—At night the pupil of my eye is round. It is not round when I am where it is light.

S.—Can you climb a tree? I can run up a tree. I can run down a tree.

- K.—So can I, little squirrel. O, I am glad I can climb a tree.
- S.—I have a sharp nail on each toe. Have you?
- K.—O, yes. Each one of my toes has a long, sharp nail. Do you hear me scratch? I scratch hard things to keep my nails short.
  - S.—I gnaw hard things to keep my teeth sharp. I like nuts to eat. I sit and hold the nut in my front feet. Do you gnaw?
  - K.—O, no; a cat's teeth were not made to gnaw. Cats catch mice. Good by, little squirrel. I want a mouse.

a horse a colt a mane

Prince in a field ride fast
a cow a wheel



Papa has a large horse.

A young horse is a colt.

Papa's horse and my colt are in that field. How fast they run! My colt's name is Prince.

A horse has a long mane. You see Prince has a short mane.

Papa will break Prince for me, then I shall ride on his back. Then, if you will come to see me, you may ride Prince.

Papa has a cow which he keeps in the meadow. Every night I go after the cow. I walk or run.

When Prince gets to be a horse, I shall ride to the meadow.

Frank Green is my playmate. Has he a colt? O, no; he has two foxes and four white rabbits.

Frank lets me play with the foxes and feed his rabbits. His rabbits eat cabbage leaves.

Cora Brown is another one of my playmates. She has a squirrel which she keeps in a cage. In the cage is a wheel which the squirrel climbs. He makes this wheel go round and round very fast.

How pretty he looks with his long bushy tail over his back!

Cora gives him nuts, which he gnaws. He sits and holds a nut in his front feet. He uses these feet a little as you use your hands.

His teeth are not like the cat's teeth, are they?

I will find out. I want to know what shape they are.

I shall let Frank and Cora have many rides by and by.

## FORM AND PLACE.

paper edge corner square nearer farther equal wonder



Look at this pretty paper which I have in my hands.

How many edges has this paper? There are four edges.

This paper has a front edge, a back edge, a right edge, and a left edge. How many corners has it? It has four corners. There are two right corners and two left ones.

This is the nearer right corner, and that is the farther right corner. Here is the nearer left corner, and there is the farther left one.

I will lift the front edge of this paper and lay it on the back edge. The front edge is just as long as the back edge.

I wonder which is the longer, the left edge or the right edge? The back edge or the left edge?

Let us find out. See! the edges are equal. There are four

equal edges. Look at the corners. The corners are square.

This paper has four equal edges and four square corners.

It is a square of paper.

Here are two lines in this square. How were they made?



One line connects
the front edge and the back edge.
What does the other line connect?

Look! these lines cross in the centre of the square.

What is the name of each line?

connects cross

Here is the picture of a table. How large it is!



On the table are a bell, a box, a book, an apple, and a plant.

The bell is in the centre of the table.

In the farther right corner is a box. A plant is in the farther left corner.

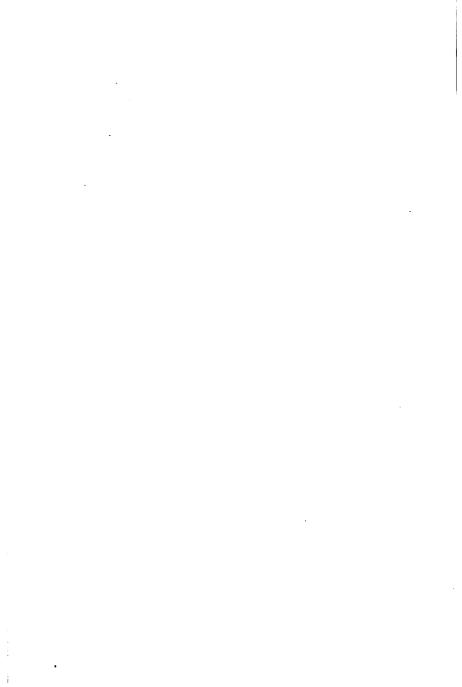
An apple is in the nearer left corner.

Where is the book?

## LETTERS AND NUMERALS.

Wa	A a	Sj	Jј
Bb	Вb	Kk	
$O_{\kappa}$	$\mathbf{C}^{'}$	Ll	L1
Dd	Dd	Ohm	M m
En	Еe	Onn	
Ff	F f	Oo	
Gg		Pp	Рр.
V	Ηh	2 g	$Q \dot{q}$
di		Rs	R r

Ww W W Sa Ss Tt Tt yy Yy Ww U u Gg Zz One One Two Two 2 2 II. Three 3 3 III. Four Four 4 4 IV. Five Five 5 5 V. dix Six 6 6 VI. Seven Seven 7 7 V Eight & 8 VI Pine Nine 9 9 IX. Ten Ten 10 10 X.



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